

House District 30  
Senate District 13

**THE TWENTY-SEVENTH LEGISLATURE  
APPLICATION FOR GRANTS & SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No: \_\_\_\_\_

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): \_\_\_\_\_

STATE PROGRAM LD. NO. (LEAVE BLANK IF UNKNOWN): \_\_\_\_\_

**1. APPLICANT INFORMATION:**

Legal Name of Requesting Organization or Individual:

After-School All-Stars Hawaii

Db: N/A

Street Address: 4747 Kilauea Avenue #207 Honolulu, HI 96816

Mailing Address: 4747 Kilauea Avenue #207 Honolulu, HI 96816

**2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:**

Name Dawn Dunbar

Title Chief Executive Officer, After-School All-Stars Hawaii

Phone # 734-1314 (office) 554-4560 (cell)

Fax # 356-0232

e-mail ddunbar@asashawaii.org

**3. TYPE OF BUSINESS ENTITY:**

- NON PROFIT CORPORATION  
 FOR PROFIT CORPORATION  
 LIMITED LIABILITY COMPANY  
 SOLE PROPRIETORSHIP/INDIVIDUAL

**6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:**

Funding is requested to support a gap year for After-School All-Stars Hawaii programming at two O'ahu Title I middle schools: Governor Sanford B. Dole Middle School and King David Kalakaua Middle School for FY 2014. Funding will support after-school academic, enrichment and health/fitness activities for more than 450 middle school students each year.

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

**7. AMOUNT OF STATE FUNDS REQUESTED:**

FISCAL YEAR 2014: \$285,324

**8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:**

- NEW SERVICE (PRESENTLY DOES NOT EXIST)  
 EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

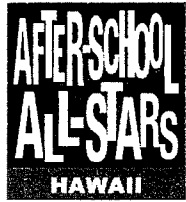
STATE \$ 0  
FEDERAL \$ 0  
COUNTY \$ 0  
PRIVATE/OTHER \$ 0

61,189

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Dawn Dunbar, Chief Executive Officer  
NAME & TITLE

January 31, 2013  
DATE SIGNED



**Contact Information**  
 Dawn Dunbar, President & CEO  
[ddunbar@asashawaii.org](mailto:ddunbar@asashawaii.org)  
 808-554-4560 (cell)

After-School All-Stars Hawaii  
 4747 Kilauea Avenue, #207  
 Honolulu, Hawaii 96816  
 808-734-1314(p) 808-356-0232(f)  
[www.asashawaii.org](http://www.asashawaii.org)

**After-School All-Stars Hawaii** provides comprehensive after-school and out-of-school programs that keep children safe and help them achieve in school and in life.

We provide alternatives for at-risk youth during the “danger zone” hours of 3 p.m. to 6 p.m., when they are most likely to participate in high risk behaviors.

We focus on the “gap group” between elementary and high school. Middle school is a pivotal learning point in young people’s lives. At this age, children are going through important developmental changes and forming behaviors that can profoundly affect their futures. Lacking academic and social support, students are often unprepared for the rigors of high school and college.

We operate in 11 Title I schools in Hawaii (Oahu and Big Island), serving more than 2,000 children each year.

**GIA is requested to support after-school programs at Dole Middle and Kalakaua Middle Schools.**

- More than 450 at-risk students will access free after-school services, 5 days a week
- Nearly one-third of students have limited English proficiency
- About three-quarters of families qualify for free or reduced school lunch program
- More than half of students do not meet basic math proficiency standards

**Our students are truly “All-Stars”! Among their accomplishments last year:**

- Featured a booth at the Literacy Day event at Farrington High School.
- Organized Kalihi Community cleanup with Representatives Joey Manahan and John Mizuno.
- Supported children with disabilities by training side-by-side with them in a project with Special Olympics Hawaii.

**After-School All-Stars is linked to positive student outcomes:**

- |  |  |
|--|--|
| ✓ higher self-esteem & more positive attitudes toward school | ✓ safe after-school experiences          |
| ✓ engagement in activities they don’t do anywhere else       | ✓ improved student behavior & attendance |
| ✓ positive relationships with students and adults            | ✓ improved academic performance          |

**Estimated Annual Budget per School**

On-site staffing, tutoring, program development	\$ 122,771	<b>\$632</b> <i>Annual cost per student for learning activities, athletics, tutoring &amp; cultural enrichment - every day after school.</i>
Supplies, food, travel & incentives	11,000	
Staff training	5,000	
<u>Office rent, insurance &amp; accounting</u>	<u>3,891</u>	
<u>Annual Budget</u>	<u>\$ 142,662</u>	

The 21st Century Community Learning Center provides grant funding for after-school programming in 5-year cycles. Recipients must sit out every 6th year. FY 2014 will be the 6th year for both Dole and Kalakaua. These schools are ineligible for 21st Century Community Learning Center grants, which have been a primary source of funding.

The Hawaii State Grant-In-Aid will enable after-school programming to continue until eligibility for federal support resumes in FY 2015 and private partnerships are secured.

## Application for Grants and Subsidies

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Include the following:

1. A brief description of the applicant's background;

The mission of After-School All-Stars is to provide comprehensive after-school and out-of-school programs that keep children safe and help them achieve in school and in life. Our goal is to fuel children's passions in academics and enrichment activities provide them with the academic foundation to succeed in school, and equip them with the skills to become productive members of their community. Our programs specifically target at-risk middle school students, who have limited alternatives after-school and are in need of positive guidance and role models.

ASAS Hawaii was formed in 2009 to provide alternatives for at-risk youth to engage in productive activities during the "danger zone" hours of 3 p.m. to 6 p.m., when they are most likely to participate in high risk behaviors. ASAS Hawaii partners with eight schools on O'ahu and three schools on Hawai'i Island, serving about 2,000 children.

Funding is requested to support a gap year of funding for after-school programs at two O'ahu middle schools: Sanford B. Dole Middle School and King David Kalakaua Middle School. In FY 2014, these schools will be in their sixth year of the federal 21<sup>st</sup> Century Community Learning Center grant. Since the grant is a five year award, the sixth year means that grantees have to sit out until the following year in order to apply for the next cycle of federal funds. ASAS Hawaii is seeking support to ensure after-school programming may continue, as we serve more than 450 middle school students in these two schools alone.

2. The goals and objectives related to the request;

The goals and objectives of ASAS Hawaii are:

1. Safety - Youth are off the streets during the "danger zone" hours of 3 p.m. to 6 p.m., to avoid being the victims of or getting involved in crime.

2. Academics – Youth engage in academic activities, such as tutoring, homework completion, and project-based learning that put them on the path toward academic success.

3. Social and Emotional Development - Youth engage in enrichment, physical fitness, and leadership activities that strengthen their social and emotional development and position them for success in life.

3. The public purpose and need to be served;

The weekday hours of 3 p.m. to 6 p.m. represent an enormous challenge as well as a huge opportunity. More than 70 percent of children in the U.S. have parents who work outside the home, leaving 3 million to 4 million middle- and high-school youth unsupervised by adults after the school day ends.<sup>1</sup> Rigorous research has demonstrated that after-school programs can reduce violence and dropout rates while improving the likelihood of education after high school.<sup>2</sup>

Simply receiving the Title I designation indicates a need for greater academic support, since rates of participation in free and reduced school lunch programs correlates with lower standardized test scores. In the 2011 statewide assessment, students eligible for such programs scored an average of 18-25 points lower than those who were not eligible for free or reduced lunch programs. The schools identified in this proposal are in restructuring according to NCLB, did not meet Hawaii State Assessment Standards in reading and math, and are Title I schools, indicating high concentrations of low-income families.

ASAS Hawaii focuses on the “gap group” between elementary and high school. Middle school is a pivotal learning point in young people’s lives. At this age, children are going through important developmental changes and forming behaviors that can profoundly affect their futures. Lacking support, students often enter into adolescence unprepared, socially and academically, for the rigors of high school and college.

Single parents and working families also seek after-school programming to keep their children safe and doing productive activities. Rather than be out on the streets or sitting at home in front of the television, ASAS Hawaii provides robust and structured curriculum to at-risk youth that might otherwise engage in high-risk behaviors. Our programs not only help families, but they also help employers, whose employees work and have children who may not have anywhere to go after school, resulting in a decrease in worker productivity.

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<sup>1</sup> Sanford Newman, et al., “America’s After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement,” *Fight Crime: Invest in Kids*, 2000.

<sup>2</sup> Ibid. Research study referenced is the Quantum Opportunities Program, a randomized-control study conducted by the University of Colorado Center for the Study and Prevention of Violence.

This school year (2012-2013) The Hawaii Department of Education has piloted extended learning time at their zones of school innovation. While ASAS Hawaii is involved with the middle/intermediate schools as part of the pilot, the good news is that our programs have already been servicing a wide reach of youth since our inception in 2009 with extended learning opportunities. ASAS Hawaii hires teachers from the school to provide tutoring and academics, and the relationship works because we all strive to serve the same purpose – engage with our students so that they have a nurturing and fun learning experience both in and out of school, while being motivated to go on to high school and college, and seek meaningful careers.

4. Describe the target population to be served; and

The target population is middle school youth who face one or more challenges indicating they are “at-risk.” These challenges include: poverty, as low-income students experience challenging home and community environments and are often most in need of positive after-school alternatives; lack of quality after-school alternatives, considering most communities we serve do not have enough after-school providers to meet demand; and low academic performance, since additional academic support and enrichment activities improve students’ attitudes toward school and have a positive overall effect.

Dole Middle School has 756 middle school students, out of which about 324 students (43%) regularly participate in ASAS Hawaii programs. In 2010-11, 9.1% of students at Dole Middle participated in special education programs and 76.9% of families qualified for free or reduced lunch. The school’s diverse population includes significant percentages of Filipino, Micronesian, Samoan and Native Hawaiian families. About 30.8% of students have limited English proficiency.

Kalakaua Middle School has 956 students, out of which about 143 students (15%) regularly participate in ASAS Hawaii programs. In 2010-11, 9.0% of students participated in special education programs and 66.8% of families qualified for free or reduced lunch. The largest ethnic segment is Filipino, which comprises 66.4% of the student population. There are also significant proportions of Native Hawaiian, Micronesian, Indo-Chinese and Samoan ethnicities. About 27.5% of students have limited English proficiency.

5. Describe the geographic coverage.

ASAS Hawaii is located in the City and County of Honolulu and serves eight school on O’ahu and three schools on Hawai’i Island. Dole Middle School is an urban school located on the western edge of Honolulu and Kalakaua Middle School is between downtown Honolulu and the international airport. Both schools are part of the Farrington Complex. More than half of teens in this complex reported

community disorganization (such as graffiti and fighting), low family attachment, and poor parental supervision in a 2003 survey.<sup>3</sup>

## **II. Service Summary and Outcomes**

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

This funding is needed to support ASAS Hawaii programs at Dole Middle and Kalakaua Middle Schools in Kalihi, which operate 3 hours per day, 5 days per week during the school year. These programs help students avoid risky behavior and successfully transition to high school.

ASAS Hawaii brings students together each day after school in a designated area on campus. Depending on the size of the group, this may be in the cafeteria or in a classroom. Students receive tutoring and do homework indoors and then go on to health/fitness and enrichment activities. Schools provide access to computer labs and all schools provide office space for a site coordinator. Our site coordinators work full-time at each school.

By locating programs at school sites, ASAS Hawaii is able to increase the likelihood of attendance; link after-school instruction to the school day; take advantage of existing infrastructure; and reduce transportation costs. Being at the school opens up access to children of working parents, for whom lack of transportation to off-campus activities is a barrier to participation. Also, this structure enables a partner relationship between the agencies and school teachers and administrators.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

### **FY 2014**

- July – Summer Camp at UH Manoa (high school transition preparation)
- July - Aug - Program Registration / Outreach/Staff training/Annual fundraiser
- Sept - Field trip
- October - Annual staff training / HSA testing/Student Culminating Event /ASAS class enrollment
- December - Winter break / Sports Showdown/Evaluation of HSA scores/Culminating event
- January – ASAS class enrollment
- March - Spring Break / HSA testing /CEO project/ASAS class enrollment/Culminating event
- April - Field trip / Service learning project / Evaluation of HSA scores

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<sup>3</sup> University of Hawai'i Center on the Family (2003). *Farrington Area Community Profile*. Retrieved June 12, 2012 from <http://uhfamily.hawaii.edu/publications/43Profiles/Oahu/Farrington.pdf>

- May – Culminating event /Sports Showdown
- June - Summer Program

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

The written quality assurance plan ensures and documents full fidelity to the ASAS program model. Affiliates are evaluated on a five-point scale, and must meet at least '3' for common program elements and program cornerstones. Also, independent evaluators assess each program as part of federal grant contracts and school administration and staff provide ongoing feedback. The board must meet standards as well. Affiliates are required to have at least seven ASAS Hawaii board members, meeting at least quarterly and meeting all expectations, including fiduciary oversight, strategic and fundraising support.

Monitoring happens at the site level with student focus groups, student surveys, parent surveys, teacher surveys, self-assessment rubrics, and site coordinator evaluations. It also happens on a chapter level with outside observations from the local After-School All-Stars staff, cross-site monitoring where coordinators evaluate other sites, and through external evaluations done by the 21st Century Community Learning Centers evaluators and the Uniting Peer Learning Integrating New Knowledge Grant evaluators.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

The written evaluation plan outlines processes for tracking information including demographic, attendance, behavioral and academic data as required for reporting for state contracts.

ASAS Hawaii uses several methods to gauge behavioral, social and academic progress. To monitor individual behavior and safety, site coordinators track suspensions and detentions of each participant and work closely with the counselors of students who are having disciplinary problems. Students must meet behavior requirements, including no suspensions or detentions, to participate in field trips, and receive other incentives. Attendance is taken several times each afternoon. To monitor academic progress, we conduct grade checks four times a year.

### III. Financial

#### Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

See Attached Budget Forms

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2014.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$71,331	\$71,331	\$71,331	\$71,331	\$285,324

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2014.

In addition to this request to the Hawaii State Legislature, ASAS Hawaii continues to establish public/private partnerships to support programs. Diversifying funding sources is integral to the organizations sustainability. Having started the organization in 2009, when the economic climate was in a downturn, it was apparent that we needed to tap into a variety of funding rather than be heavily reliant on one source. For FY 2014, ASAS Hawaii is seeking funding from the following: Office of Hawaiian Affairs – Community Grant; Hawaii Tobacco Prevention and Control Trust Fund; Hawaii Department of Education; Kamehameha Schools; UPLINK; James and Abigail Campbell Foundation; Harry and Jeanette Weinberg Foundation, HEI Charitable Foundation, and other private foundations.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not Applicable.

### IV. Experience and Capability

#### A. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.



ASAS Hawaii has been operating in Hawaii public schools since 2009 with excellent results. We locate at each school a dedicated staff person who is responsible for daily operations of programs. Because of the intimate working relationships our staff members have with faculty and families, ASAS Hawaii is uniquely situated to support students in some of our lowest performing schools.

Current contracts are held with Hawaii Department of Education to operate programs in eight O'ahu public schools and three Hawai'i County schools:

- Ka'u Intermediate School – Sharon Beck, Principal, 808.928.2088, [Sharon\\_beck@notes.k12.hi.us](mailto:Sharon_beck@notes.k12.hi.us), \$150,000 (HIDOE)
- Kea'au Middle School – Ken Watanabe, Principal, 808.982.4200, [ken\\_watanabe@notes.k12.hi.us](mailto:ken_watanabe@notes.k12.hi.us), \$150,000 (HIDOE)
- Pāhoa Intermediate School – Darlene Bee, Principal, 808.965-2150, [Darlene\\_bee@notes.k12.hi.us](mailto:Darlene_bee@notes.k12.hi.us), 150,000 (HIDOE)
- King Intermediate School – Sheena Alaiasa, Principal, 808.233.5727, [sheena\\_alaiasa@notes.k12.hi.us](mailto:sheena_alaiasa@notes.k12.hi.us), \$62,200 (Uplink)
- Nānākuli Intermediate School – Darin Pili'aloa, Principal, 808.668.5823, [darin\\_pili'aloa@notes.k12.hi.us](mailto:darin_pili'aloa@notes.k12.hi.us), no contract (primarily funded by Kamehameha Schools)
- Wai'anae Intermediate School – Rae Fabrao, Principal, 808.697.7121, [raechelle\\_fabrao@notes.k12.hi.us](mailto:raechelle_fabrao@notes.k12.hi.us), \$50,000 (21<sup>st</sup> CCLC), (primarily funded by Kamehameha Schools)
- Jarrett Middle School – Ellie Gonsalves, Principal, 808.733.4888, [eleanor\\_gonsalves@notes.k12.hi.us](mailto:eleanor_gonsalves@notes.k12.hi.us), \$78,573 (21<sup>st</sup> CCLC)
- Dole Middle School – Arnie Kikkawa, Principal, 808.832.3340, [arnie\\_kikkawa@notes.k12.hi.us](mailto:arnie_kikkawa@notes.k12.hi.us), \$45,000 (21<sup>st</sup> CCLC)
- Kalakaua Middle School – Lorelei Karasaki, Principal, 808.832.3130, [Lorelei\\_karasaki@notes.k12.hi.us](mailto:Lorelei_karasaki@notes.k12.hi.us), \$45,000 (21<sup>st</sup> CCLC)
- Washington Middle School – Michael Harano, Principal, 808.973.0177, [Michael\\_harano@notes.k12.hi.us](mailto:Michael_harano@notes.k12.hi.us), \$78,573 (21<sup>st</sup> CCLC)
- Central Middle School – Cindy Yun-Kim, Principal, 808.587.4400, [cindy\\_yun-kim@notes.k12.hi.us](mailto:cindy_yun-kim@notes.k12.hi.us), \$80,190 (21<sup>st</sup> CCLC)

## **B. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

All current ASAS Hawaii programs operate at their respective school campuses. This facility usage is Type II usage of public schools, which is designated for governmental agencies, not for profit community educational or recreational activities, youth clubs, athletic teams, labor organizations or service clubs conducting general recreational activities, community affairs, or public hearings for which there is no admission charge, collection taken or offering received during the use of school facilities.

Accordingly, the facilities meet ADA requirements for public schools under Title II of the ADA, which covers "public entities." Schools must meet two key provisions by providing (1) program access (2) in an integrated setting unless separate programs are necessary to ensure equal benefits or services. Facilities must provide physical access to programs or provide an alternative means of achieving program access if accessibility is an issue. Auxiliary aids and services such as interpreters must be provided if necessary for effective communication at school programs, conferences and other activities.

## **V. Personnel: Project Organization and Staffing**

### **A. Proposed Staffing, Staff Qualifications, Supervision and Training**

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

After-School All-Stars Hawaii is led by president and chief executive officer (CEO) Dawn Dunbar. The CEO is responsible for establishing relationships with all school districts, other community organizations, government agencies, sponsors, community participants, and appropriate staff. She reports to the board of directors on organizational strategy, programming, operations and fiscal management. Dawn has a Master's Degree in Business Administration from Graziadio School of Business at Pepperdine University, and a Bachelor's Degree in English from Loyola Marymount University. Prior to establishing ASAS Hawaii in 2009, Dawn held senior positions in corporate communications and marketing for American Savings Bank and architecture firm Wimberly Allison Tong & Goo.

Reporting to the CEO is program director David Asato. The program director is generally responsible for overall program management and leadership, and the development and monitoring of the ASAS Hawaii programs. The program director hires, contracts, and manages program staff and volunteers. David has a strong educational background including his previous positions as a teacher for Olomana High and Intermediate and a consultant for Hawai'i Department of Education. He was also executive director of VSA arts of Hawaii-Pacific, a statewide non-profit organization committed to helping at-risk adults and youth with developmental and other lifelong disabilities prepare to enter the workforce or continue their education. David has a Bachelor's Degree in English with an emphasis in creative writing from the University of Hawaii at Mānoa.

Site coordinators are responsible for daily operations of ASAS Hawaii programs at each school. They work on-site and are directly involved with students, teachers and administrators every day. Site coordinators work as a team to track the progress of their respective sites. On-island site coordinators meet weekly to discuss highlights and challenges; collaboratively create reports involving finances, grants and evaluation; and work together to solve problems. Site coordinators manage and supervise

program leaders and volunteers for each school program. There are about five program leaders assigned to each site, depending on the daily average of participants.

Program Leaders teach classes, run activities, assist with homework, chaperone field trips and collaborate with partner instructors. They are trained to manage student groups and to recognize behavioral issues that should be addressed. We maintain a 20:1 leader to student ratio to ensure adequate supervision and individual attention. Each site is staffed with one site coordinator and about five program leaders.

**B. Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organizational chart that illustrates the placement of this request.

See Attachment A: Organizational Chart for ASAS Hawaii, Dole & Kalakaua.

**VI. Other**

**A. Litigation**

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

Not Applicable.


**B. Licensure or Accreditation**

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

Not Applicable.

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2013 to June 30, 2014)

Applicant: After-School All-Stars Hawaii

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	221,800			
2. Payroll Taxes & Assessments	12,957			
3. Fringe Benefits	10,785			
<b>TOTAL PERSONNEL COST</b>	<b>\$ 245,542</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	0			
2. Insurance	2,000			
3. Lease/Rental of Equipment	327			
4. Lease/Rental of Space	2,836			
5. Staff Training	10,000			
6. Supplies	16,000			
7. Telecommunication	0			
8. Utilities	0			
9. Transportation	2,000			
10. Rewards (field trips, incentives)	2,000			
11. Miscellaneous	2,000			
12. Accounting Services	2,618			
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>\$ 39,782</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>\$ -</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>\$ -</b>			
<b>E. CAPITAL</b>	<b>\$ -</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>\$ 285,324</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	\$ 285,324	Dawn Dunbar 734-1314		
(b)				
(c)				
(d)				
<b>TOTAL BUDGET</b>	<b>\$ 285,324</b>	Dawn Dunbar, Chief Executive Officer Name and Title (Please type or print)		



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: After-School All-Stars Hawaii

Period: July 1, 2013 to June 30, 2014

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	\$0.00
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>\$0.00</b>
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	\$0.00
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>\$0.00</b>
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: After-School All-Stars Hawaii

Period: July 1, 2013 to June 30, 2014

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2011-2012	FY: 2012-2013	FY:2013-2014	FY:2013-2014	FY:2014-2015	FY:2015-2016
PLANS			0			
LAND ACQUISITION			0			
DESIGN			0			
CONSTRUCTION			0			
EQUIPMENT			0			
<b>TOTAL:</b>			\$ -			
<b>JUSTIFICATION/COMMENTS: Not Applicable</b>						

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**

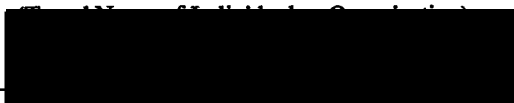
The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant or subsidy.
- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants or subsidies used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant or subsidy used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

*After-School All-Stars Hawaii*



(Signature)

*1/30/13*

(Date)

*Dawn Dunbar*

(Typed Name)

*President / CEO*

(Title)